

Guidelines and Tools for Completing a School Readiness Program Application

March 2002

1. OVERVIEW AND KEY ASPECTS OF SCHOOL READINESS PROGRAMS

A. OVERVIEW

The purpose of the School Readiness Initiative is to improve the ability of families, schools, and communities to prepare children to enter school ready to succeed. This will be accomplished through incentive matching funds to Prop. 10 County Commissions that fund locally tailored School Readiness Programs in communities served by schools primarily in the lowest 3 deciles of the Academic Performance Index (API). Statewide, the schools/communities targeted by this first stage of the School Readiness Initiative serve children and families with striking characteristics: a high percentage of low-income (85% receive free/reduced meals), Latinos (75%) and other ethnic groups (16%), and English language learners (48%). Since language acquisition (including emergent literacy and numeracy skills) at kindergarten entry are good predictors of these abilities throughout a child's educational career, special focus will be given to developing these skills through parents and early childhood educators with a strong evaluation of these areas.

The local School Readiness Programs will restructure and coordinate the delivery of quality early care and education, health and social services, parental education/ involvement and support, plus improve schools' readiness for children through family-friendly environments in school-based or school-linked settings. The School Readiness Programs use the CCFC-adapted National Education Goals Panel¹ definition of school readiness:

1) Children's readiness for school

- physical well-being and motor development
- social and emotional development
- approaches to learning
- language development
- cognition and general knowledge

2) Schools' readiness for children

- a smooth transition between home and school
- continuity between early care and education programs and elementary grades
- a student-centered environment focused on helping children learn
- a commitment to the success of every child
- approaches that have been shown to raise achievement for each student
- a willingness to alter practices and programs if they do not benefit children
- assuring that their students have access to services and supports in the community

3) Family and community supports and services that contribute to children's readiness for school success

- access to high-quality and developmentally appropriate early care and education experiences
- access by parents to training and support that allows parents to be their child's first teacher and promotes healthy functioning families
- prenatal care, nutrition, physical activity and health care that children need to arrive at school with healthy minds and bodies and to maintain mental alertness.

The three parts of the NEGP definition are the framework for the 5 'Essential and Coordinated Elements' developed for the CCFC School Readiness Initiative. These elements, listed in the

¹ National Education Goals Panel (1997), "Getting a Good Start in School," Washington, D.C.: National Education Goals Panel.

chart below, support the reciprocal nature of readiness as a characteristic of both child and school. To allow for local flexibility while maintaining best/promising practices and quality assurance/evaluation mechanisms, the following chart outlines the principles and processes that surround the services/supports provided through the 5 ‘Essential and Coordinated Elements’ of the School Readiness Program. The flexibility of this framework encourages communities to select the best procedures for local implementation. All the components need to be present in some form within each School Readiness Program, but each community will approach them somewhat differently to meet the local community’s assessed needs through building on, improving, and expanding existing services, local resources, and community expertise and infrastructure to improve outcomes for young children and their families.

Principles	5 ‘Essential and Coordinated Elements’	Processes
Voluntary family participation Family focus and decision-making Community investment and design Inclusive and culturally competent Collaboration Builds on family and community assets Coordinates existing services and infrastructure	Early care and education services with kindergarten transition programs Parenting/Family Support services Health and Social Services Schools’ capacity to prepare children and families for school success Program Infrastructure, Administration, and Evaluation (plus other services determined by local communities)	School based or linked Plan with connected assessment, prioritized goals, strategies, partners, and evaluation Comprehensive training for staff and volunteers Results based accountability and strong evaluation component Systems Integration and redesign Standards and research based, plus ‘promising practices’ Program, District, and County level coordination and technical assistance

Each County’s School Readiness Programs will build on existing infrastructure and services and respond to local needs using strategies based on research and promising practices adapted to California’s cultural and linguistic populations. Through the School Readiness Programs, California’s communities link early care and education settings to neighborhood school sites, as well as provide services at or near schools or through outreach or mobile delivery strategies. The School Readiness Programs will act as local school readiness ‘service sites or systems,’ as well as ‘teaching centers’ for other communities and ‘test sites’ for evaluation and research purposes.

Children who are healthy and emotionally, socially, and cognitively ready for school are much more likely to have a successful school experience. Yet there is a concentration of primary grade students performing significantly below children in the same grade levels at other schools. A comprehensive approach in tackling this problem will provide the environment, learning experiences, and services that children need before entering kindergarten to ensure that all children are ready for school and to close the performance gap among students in the primary grades. Ethnically, culturally, and linguistically appropriate strategies will be developed and implemented since California is the nation’s largest, most diverse State; almost 64% of children 0-5 are Latino, Asian, African-American, or Native American. Given California’s commitment to full inclusion for children with special needs, appropriate assessment and support strategies will be developed and implemented. Ongoing evaluation activities will ensure that dollars are

invested wisely, that programs are implemented effectively, and, ultimately, that student academic achievement improves.

While approximately half the predictors for school success relate to characteristics of children and their families, the other half are linked to school-related factors². Therefore, the School Readiness Initiative also will develop strategies to improve schools' reach to young children and their families to sustain and enhance gains achieved during the children's early years. The Initiative will start with 'high priority' schools, yet the ultimate goal is to bring the School Readiness Programs to scale so that all families, schools, and communities work together for student success. The greatest legacy of our work together will be improved student performance and ultimately, children who grow to become productive members of families and communities. *For additional background information on California's School Readiness Initiative, please review the CCFC School Readiness Discussion Paper (3/20/01 draft) @ www.ccfc.ca.gov.*

B. KEY ASPECTS OF SCHOOL READINESS PROGRAMS

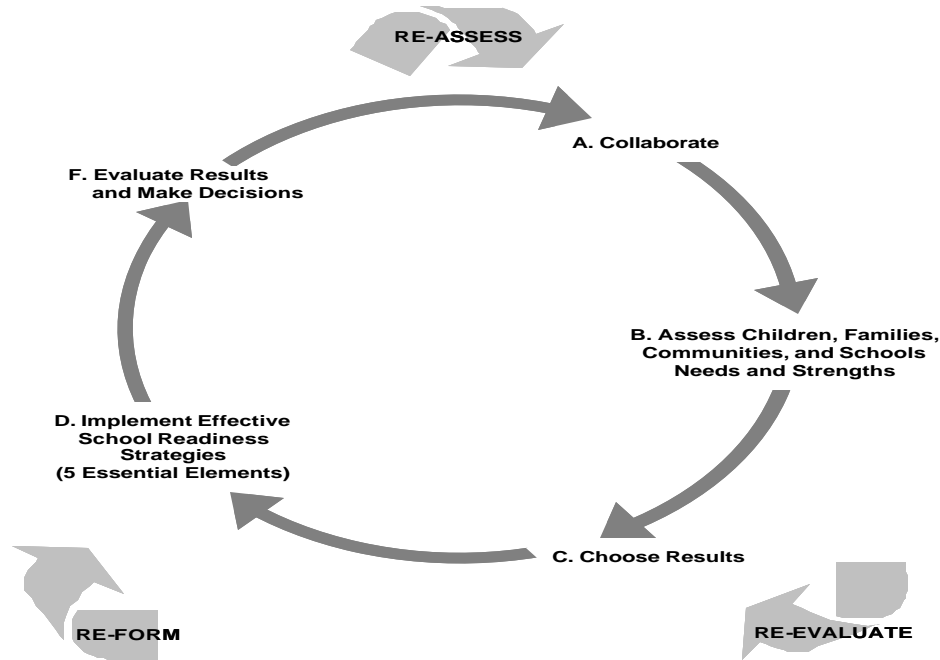
School Readiness Programs Matching Funds are offered to coordinate, develop, implement, and sustain a system of collaborative school-linked services, programs, and informal supports based on research or promising practices to improve 'school readiness' for children, families, communities, and schools. It is our intent that County Commissions implementing School Readiness Programs build upon their County Strategic Plan, existing programs and services, and local collaboratives to provide a unified, integrated 'school readiness' system for children and families. Such a system starts early to coordinate all elements needed during pregnancy and throughout the early childhood years to position children for success upon entering kindergarten and for achieving their education and life goals.

County Commissions and their partners may apply in collaboration with a single school, a group of schools within a district, a group of districts, the county office of education, or a combination. The decision should be based on what is best for the children, families, and their community; their strengths, needs, and resources; and the desired results. The discussion on what services are available, which services could be restructured, and which services need to be developed will provide a necessary focus on our youngest children.

The diagram on the next page provides a suggested process for creating a successful School Readiness Program. County Commissions are encouraged to adapt this process to local circumstances and use it as a framework for developing a solid program, which can then be described in an application to receive School Readiness Programs Matching Funds.

² Stipek DJ and RH Ryan. 1997 "Economically Disadvantaged Preschoolers: Ready to Learn but Further to Go." *Developmental Psychology* 33,4, 711-723; Phillips M, J Crouse, and J Ralph. 1998. *The Black-White Test Score Gap* (pp. 229-72). Washington, DC: Brookings Institution Press.

School Readiness Development Process



Following is a description of each of the five major steps – Collaboration, Assessment, Choosing Results, Implementation, and Evaluation.

Collaboration

Collaborative Group. Successful School Readiness Programs will require key partnerships at the local and state level. The work should begin with a group of partners, led by the County Children and Families Commission. Partners must include families, formal and informal early care and education providers, and district and school staff (general and special education), as well as other participants in the 5 “Essential and Coordinated Elements” whose involvement is important to success and who are prepared to assume joint responsibility for child outcomes, such as child and family-serving agencies, neighborhood organizations, businesses, colleges and universities, and others. The commitment and relevance of the partners in their community leadership and mentoring roles is more important than the number involved. Families and schools/districts should be part of the collaborative group from the beginning and have a strong voice in making decisions. Family involvement and leadership need to be developed using strategies that are culturally and linguistically appropriate. The collaborative must also involve members who can allocate the resources the initiative will need to reach its objectives, particularly at the school district and city/county government level.

Note: Partnerships are encouraged with schools that are designated as Schoolwide Projects under the Title I of Improving America’s Schools Act (IASA), or that are participating in the Immediate Intervention/Underperforming School Program, the Comprehensive School Reform Demonstration, schools participating in the proposed education improvement grants to schools in API deciles 1-2, or the Healthy Start initiative since these schools have similar goals for children and families. Also it is important to focus partnerships with Head Start, State Preschool, family day care home networks, etc.

Community Assessment

Knowledge of what matters, to whom. The County Commission will want to base the School Readiness plan on a thorough understanding of the needs and strengths/assets identified by families and community members in the schools' attendance areas and disaggregated by cultural and linguistic groups. By using the County Commission's strategic planning process, the Application can address what children and families need and want to succeed in school, in their community, and in their lives. Integrating other comprehensive assessments (e.g., Healthy Start, local Child Care Planning Councils, etc.) will enable County Commissions to gather, disaggregate, and analyze information from a variety of sources and points of view. Cultural and linguistic appropriateness and access should be addressed in all parts of the assessment, as should the issues for children with disabilities and other special needs. The initiative must target the most important needs of children and families, as prioritized and agreed to by the collaborative partners.

You can access data and other information that helps with describing the children and families served by the targeted schools from the school district and/or county office of education, including: data on kindergarten attendance, mobility, discipline, homelessness, migrant, immunization status at enrollment; ethnicity, percentage of limited English proficient (LEP) and special education students by school of residence and by school of attendance; preschool special education; and student academic achievement data (including SAT 9 scores and API). Data is also available from other sources such as county or other mental health services, Early Start service recipients (available from Local Regional Centers).

Choose Results

Highest priority improvements for children, families, and schools. The Application should be organized around the highest priority, achievable long- and short-term results the collaborative envisions for children, families, and schools. "Long-Term Results" mean measurable changes in competence (e.g., early language development) or condition (e.g., physical health status) of young children and their families; and "Short-Term Results" mean measurable process and capacity improvements. (*Please refer to CCFC-adopted 'Results' document available at www.ccfc.ca.gov.*) In keeping with the principles of results-based accountability, it is important to focus resources around producing a core set of improvements that are sought for young children and their families. In deciding on results, applicants should consider that they will be required to evaluate their initiative and report the results of that evaluation.

Implementing Effective, Coordinated Strategies

Credible action plan that draws on family strengths. The proposed results are only as good as the strategies that carry them out. Proposals should offer credible, specific, and research-based strategies to get to the results proposed. Strategies should draw on the resources of all of the partners. In particular, families should play a significant role in coordinating, designing, and delivering the proposed supports and services in ways that are culturally and linguistically appropriate and that address the needs of children with disabilities and other special needs. It should also be noted that many broad-based preventive efforts will positively effect more than one area.

Need to change existing systems. The assessment of community resources is likely to reveal that the most important results selected will require some system change to produce family-friendly, coordinated services and supports. Formal linkages among the early care and education system, school systems, and family service and support systems are essential. Partners should consider how programs can better fit child and family needs, how program goals can be better aligned both within and across agencies, how to eliminate fragmentation and duplication, and how to increase effectiveness through a system integrated from the family's perspective. The County Commission's plan should identify both existing and new 'school readiness' services and

programs, as well as integration strategies and systems. Systems are also needed to collect and communicate data for evaluation/research purposes.

Firm commitments for allocation of resources. Collectively, the partners need to make a commitment of funds to meet and sustain the match requirements. In addition, repositioning and modifying the roles of existing staff, providing facilities, and finding public and private funding to support expanded or new activities will strengthen and sustain the School Readiness Programs. County Commissions should check existing categorical programs and options to redirect funding (e.g., Title I of Improving America's Schools Act [IASA], Healthy Families/MediCal outreach, TANF Incentive Funds, local Workforce Investment Boards), opportunities for additional reimbursements, business contributions, and other grants. Counties should also seek ways to bring in "new money" that allows services to be sustained for years to come, rather than relying entirely on traditional governmental sources. A variety of funding streams that directly support 'school readiness' for young children are implemented in local communities through service systems such as K-12 and adult education, early care and education, health, mental health, social services, family courts, employment development, and others. Community resources such as local businesses, faith and neighborhood organizations, colleges and universities, libraries, community groups, associations, etc. can contribute needed expertise, facilities, and financial resources targeted for pregnant women and young children. When coordinated, these resources add up to a community contribution and commitment to 'school readiness.'

School Readiness Programs are strengthened by having written agreements (memoranda of understanding) documenting the funding or resource contribution of each partner and the terms under which it is made. This requires extended dialogue with the people who control resources at the school district and with other major partner agencies about where resources should be allocated. County Commissions should investigate and join forces with related collaborative efforts so efficiencies can be achieved. A chart of '*School Readiness Resources/Community Partners/ Service Providers*' was developed as a starting point to assist communities with identifying possible partnership and resource leveraging opportunities (see '*School Readiness Discussion Paper*' www.ccfc.ca.gov). There are numerous service combinations that build on family and community strengths while addressing unmet needs. Funds from local partners, when committed in a County's plan, could be used as a source of local matching funds along with County Commission funds.

Evaluating Results and Making Decisions About the Work

Multidisciplinary operation and communication systems. School Readiness Programs need to integrate and coordinate the activities of all the partners across all 5 'Essential and Coordinated Elements.' Applicants need to know how they will follow the progress of their work, both with individual children and families and with the community (school, neighborhood, early care and education providers, etc.). Further, applicants need to consider ways of assessing, providing services and making referrals, integrating with school programs and formal/informal early care and education providers, and sharing information about individual families across agencies. The School Readiness Programs represent a new way of doing business and need to become 'teaching centers' for other communities. New roles may be established for many participants; schools and providers may take a newly integrated approach in their work with families. To succeed, all participants need support. Training, cross-training, professional development, discussion, and self-assessment are essential parts of the initiative.

Statewide evaluation. The State level evaluation will be done in steps. Step One will start during the first year of program implementation and will evaluate capacity building and processes (e.g., number of School Readiness Programs, number of additional children and

families served and their satisfaction with services, parent selected indicators of improvement, effect on waiting lists, geographic distribution, type of services and collaborative partners, coordination between early care and education programs and schools, and measures of processes used to develop and operate School Readiness Programs). Step Two will evaluate program impact by measuring child, family, school, and community outcomes defined for local programs and consistent with Prop. 10 reporting requirements for all 5 'Essential and Coordinated Elements' (e.g., early care and education, parenting/family support, health and social services, schools' readiness for children, and program infrastructure and administration; children's verbal and math scores on SAT 9 (or STAR) and results from the alternative State-mandated assessment system for children with disabilities and special needs; systems improvement and integration; and process evaluation measures to determine how communities have implemented their strategies). This 'step' will link to priorities identified in County Commission strategic plans and existing systems of accountability, including those after the child enters the elementary school system. The State level evaluation will be participatory and collaborative. In conjunction with an evaluation contractor hired by the State Commission, an evaluation work group of County Commissions, program providers and evaluators, school and city/county administrators, teachers, families, and other State and local participants will discuss evaluation design, content, and process.

Effective governance strategies. County Commissions and their partners will need to make decisions about the School Readiness Programs; allocate resources or work closely with those who can; manage the daily work of the Program; advocate for and get necessary system changes; and renew partners' commitments to the Program and sustain it over time. The decision-making structure should share accountability among the partners and incorporate a leading voice for families. For sustainability it is also important to document the impact on partner agencies' costs and revenues.

Continuous Improvement

Once the School Readiness Program has been planned and developed, three recurring steps are recommended: re-assess, re-evaluate, and reform. These strategies are essential to the continuous improvement of your initiative. They should be part of each strategy so your initiative can grow and change as a central hub for your community.

C.

Principles on Equity
ADVISORY COMMITTEE ON DIVERSITY
CALIFORNIA CHILDREN & FAMILIES COMMISSION
(Approved by the State Commission on October 18, 2001)

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity. For Prop 10, diversity has been defined to be inclusive of children prenatally to five years of age, regardless of immigration status, who:

1. Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
2. Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting-edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs.

The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners.

The Advisory Committee on Diversity firmly believes that through assuring improved programs and access for children and their families from diverse backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist the State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

- | | |
|---|---------------------------------|
| 1. Inclusive Governance and Participation | 2. Access to Services |
| 3. Legislative and Regulatory Mandates | 4. Results-based Accountability |

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

Inclusive Governance and Participation

Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved so that they can have an equal voice in defining their needs and finding solutions;
- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;
- Promote and support the development of emerging parent and community leaders; and
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

Access to Services

To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;
- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging respected community persons to promote messages;
- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data (ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority desired results and to design program that will remove disparities and attain desired results;
- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;
- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;

- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations (e.g., Braille, closed captioning);
- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);
- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are representative of California's children and families;
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;
- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;
- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;
- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and
- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning styles that are representative of California's children.

Legislative and regulatory mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Prop 10 programs should:

- Embrace the spirit of the law;
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;
- Inform parents of their rights and responsibilities as well as those of their children;
- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution –June 29, 1999); and
- Be held accountable for their compliance with key laws and other related mandates, for example:
 - Title VI of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;
 - Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
 - Language Access Laws i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide

- appropriate translation services for languages spoken by 5% or more of population served;
- Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California's Early Start Program, California Department of Education's Preschool Special Education Program; and
- Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

Results-based Accountability

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy;
- Allocate sufficient resources to support accountability and evaluation activities;
- Use program planners, evaluators and other experts who are knowledgeable about children's differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics (ethnicity, disabilities, language, age, socio-economic status, etc.);
- Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;
- Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;
- Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

2. PROCESS AND FISCAL ISSUES

A. TIMELINE AND CRITICAL DATES

March 2002	School Readiness Program Request for Funding (RFF) issued to County Children and Families Commissions.
March 2002 & ongoing	RFF Information Teleconferences
March 21, 2002	RFF Information Session CCFC Statewide Conference Hyatt Regency Islandia, San Diego
May 15, 2002	County Commission School Readiness Program applications need to be received by the CCFC. Estimated CCFC School Readiness allocation request and plan for initiating School Readiness Programs in the County sent by County Commissions to CCFC to assist with statewide planning for the School Readiness Initiative.
July 1, 2002	School Readiness Programs Matching Funds Grant Awards announced and allocations begin.
September 15, 2002	County Commission School Readiness Program applications need to be received by the CCFC.
November 1, 2002	School Readiness Programs Matching Funds Grant Awards announced and allocations begin.
December 15, 2002	County Commission School Readiness Program applications need to be received by the CCFC.
February 1, 2003	School Readiness Programs Matching Funds Grant Awards announced and allocations begin.
March 15, 2003	County Commission School Readiness Program applications need to be received by the CCFC.
May 1, 2003	School Readiness Programs Matching Funds Grant Awards announced and allocations begin.
June 15, 2003	County Commission School Readiness Program applications need to be received by the CCFC.
August 1, 2003	School Readiness Programs Matching Funds Grant Awards announced and allocations begin.
School Readiness Program Matching Funds applications will be available through June 15, 2003.	

B. SCHOOL READINESS PROGRAMS

The School Readiness Matching Funds are available to eligible County Commissions with targeted school communities (as defined in section D) on a cycle that enables County Commissions to apply over a two-year timeframe. During the upcoming School Readiness Program application period, the new and improved strategies and services funded by CCFC School Readiness Matching Funds to develop or enhance the ‘5 Essential and Coordinated Elements’ need to be in operation within six months from the award date for CCFC School Readiness Matching Funds. All County Commissions and local partners, regardless of eligibility for School Readiness Matching Funds, are encouraged to participate in technical assistance, evaluation, and research resources.

For current and future application cycles, the choice of building on existing infrastructure or starting in communities without available infrastructure needs to be done at the county level. Various factors such as where schools are located and earlier success with collaborating with different organizations and agencies need to be considered in developing School Readiness Programs that can provide all 5 ‘Essential and Coordinated Elements’ for children 0-5 and their families.

Please note that each community or group of communities within a county that plans to have an integrated School Readiness Program can apply at any of the available timeframes. In many counties, one geographic area may have many attributes described in the “Review Criteria” of readiness to implement and be ready to launch a School Readiness Program quickly, while other areas will take more planning and development to get ready to operate an integrated program. Counties can have programs that are ready and apply within each or any of the application timeframes as appropriate, based on the circumstances of each particular program and/or school community. County Commissions may use the “Self-Assessment for School Readiness Programs” (see Section H) to assess prospective, eligible School Readiness Programs. This process allows County Commissions to develop School Readiness Programs within their communities that may have more limited capacity and resources.

In addition to serving their targeted communities, these School Readiness Programs will become demonstration projects and assist other counties/ communities with planning and implementing future School Readiness Programs. Counties with a limited number of schools in API deciles 1-3 (1999/2000) may use the CCFC School Readiness funds and local match to create a countywide system. CCFC School Readiness funds may be used to create a broader, or countywide School Readiness system that encompasses and evaluates all 5 ‘Essential and Coordinated Elements’ for participating children and their families *as long as the targeted children and families in the eligible schools and communities receive focused interventions that provide demonstrable results* (pertinent for County Commissions receiving baseline allocations). The ultimate goal of the School Readiness Initiative is to bring School Readiness Programs to scale so that all families, schools, and communities work together for student success.

An estimated CCFC School Readiness allocation request with a plan to initiate School Readiness Programs in the County will be required by **May 15, 2002**, to assist with statewide planning for the entire Initiative. The decision to participate in School Readiness Programs Matching Funds and County Commission School Readiness Implementation Funds is voluntary and needs to be verified by the County Commission and integrated into the County Commission Strategic Plan’s annual update (as required by Statute). Counties do not have to use their entire allocation. Some counties may not have the required matching funds available or may want to implement a more modest initiative in their community. Any allocated funds not used by County Commissions will be taken back to CCFC for approval to spend on this initiative or for other priority areas.

C. 5 ‘ESSENTIAL AND COORDINATED’ ELEMENTS FOR SCHOOL READINESS

Each School Readiness Program must include, or link with, the following **5 ‘Essential and Coordinated Elements’** that support and align with the National Education Goal Panel’s three components of ‘school readiness’ for children 0-5 and their families. Children 0-5 and their families need to be addressed in all 5 ‘Elements’ with existing or new funding, and service integration across the elements needs to be developed. The mix of services and supports within each element needs to be coordinated and/or developed by County Commissions and their partners, including families, schools, and communities, to better deliver needed services and supports while building on the resources/assets of each community. All services and supports must be culturally and linguistically appropriate and sensitive to the needs of diverse populations including children with disabilities and other special needs.

Children’s Readiness for School

1. Early Care and Education (ECE)

Includes strategies that focus on school readiness goals for children such as ECE services, improved access to high quality ECE through referrals, information and outreach to parents and all providers using strategies that are culturally and linguistically appropriate and address the needs of children with disabilities, and improved implementation of effective practices through training for parents and all types of ECE providers. (The goal is to link ALL early care and education providers (parents, licensed, licensed exempt, family child care, etc.) to the neighborhood school sites as well as provide services at or near schools or through outreach or mobile delivery strategies.)

Family and Community Supports and Services

2. Parenting/Family Support

Includes services such as family literacy and language acquisition especially for non-native speakers, parent education, home visitation, employment development, and family court services.

3. Health and Social Services (also supports ‘Children’s Readiness for School’)

Includes outreach services such as health plan enrollment, provision of and/or referral to basic health care including prenatal care and services for children with disabilities and other special needs, comprehensive screening and assessment, mental health counseling, nutrition services, oral health services, drug and alcohol counseling, child abuse prevention and intervention, and case management.

Schools’ Readiness for Children

4. School Capacity

Includes communication of Kindergarten standards, schools’ outreach to parents of children birth to 5, early care and education and Kindergarten transition programs, language development, cross-training and shared curriculum and planning for early childhood educators/care providers and early elementary teachers, and seamless provision of health, social services, after-school programs, and other supports for children and families.

Overall Support

5. School Readiness Program Infrastructure and Administration

Includes long-term family involvement/leadership development, program/district/county coordination, administrative support, training and professional development, and transportation. Also includes program evaluation, fiscal accountability, and collaborative governance (including families and community members).

Evaluation

The State CCFC is working in partnership with County Commissioners to develop the School Readiness evaluation component. Using the RFP process, the State CCFC will hire a contractor with expertise in the design and implementation of evaluation systems. It is anticipated that SRI International will begin working March 2002 with a three-year contract period.

D. ELIGIBILITY FOR FUNDING

The priority for School Readiness Program Matching Funds as targeted ‘service sites’ are communities with low-performing schools as measured by the Academic Performance Index (API). The definition of “high priority schools” for the School Readiness Initiative is a school in deciles 1-3 of the 1999/2000 API. We estimate that approximately 1,400 schools and 800,000 children under age 5 are within these communities. County Commissions are eligible to receive funds based on an allocation methodology that combines the number of births in a county with the number of students in the schools performing at API deciles 1-3 (1999/2000). Under these criteria, 45 counties in California are eligible to apply for School Readiness Program Matching Funds. A list of eligible counties is contained in Section E below; applications for funding will be accepted from counties on this list. The listed School Readiness County Commissions allocation for this four-year launch period for School Readiness Programs will not change. Charts that list the “high priority” schools in each county are listed on the CCFC School Readiness website (<http://www.ccfc.ca.gov>). In addition, information on the API for California public schools is available at the California Department of Education (CDE) website (<http://www.cde.ca.gov>).

The School Readiness Initiative can also fund a limited number of School Readiness Programs that could be ‘teaching centers’ for other communities and ‘test sites’ for evaluation and research purposes. By holding constant the traditionally high-risk factors associated with ‘low performance in school’ (namely poverty, ethnicity, education level of the parent, and primary language other than English), we would target the strategies for ‘children’s readiness for school’ and ‘family and community support’ in a comparable way to communities with comparable characteristics, yet with a limited number of schools that are ‘high achieving.’ Approximately 20% of State CCFC funds could be used for these school communities or for schools participating in the Immediate Intervention/ Underperforming Schools Program or Comprehensive School Reform Demonstration (i.e., schools with API scores in deciles 4-5) if the county chooses.

All 58 County Commissions and their local partners are encouraged to participate in technical assistance, evaluation, and research resources regardless of their current eligibility for School Readiness Matching Funds. Since participation is voluntary, all interested County Commissions are invited to indicate their technical assistance needs and interests by submitting the Technical Assistance Survey (Form 6).

E. AVAILABLE STATE FUNDING AND COUNTY MATCHING FUNDS

The County and State Children and Families Commissions were created to serve children from the prenatal period to age 5 and their families. Both the School Readiness Initiative and the Master Plan School Readiness Working Group provide a vision and policy directions for a broader, prenatal to age 8, period. We encourage collaboration and funding from other sources for services provided for ages 5 and above. For example, in your County's School Readiness Program narrative and budget, the program services and supports in the 5 "Essential and Coordinated Elements" need to cover the prenatal through elementary grades. The County and State Commission monies can fund services for the prenatal to age five period for children and their families, and other local partners including schools/school districts need to fund services for the 5 to 8 (and above) age population. *Please note: Only funds supporting children 0-5 and their families can be considered as part of the required match. Other local funds represent partnership contributions but need to be reported separately as indicated on Budget Form 4A.*

State Funding

The current level of CCFC funds available is approximately \$200 million over four years with a continuing allocation to be determined at a later date by the State Commission. Most County Commissions will have an allocation of State CCFC School Readiness funds available based on a formula that blends the county birth rates with the approximate number of children to be served by 'high priority schools' (schools in deciles 1-3 on the 1999/2000 Academic Performance Index/API).

County Commissions will receive allocations for four years beginning on the date their application is approved. CCFC funds would be available once fiscal and quality requirements are met. CCFC funds will be disbursed upon approval of a County Commission's application, and thereafter, every July. The policy intent for School Readiness Matching Funds and Implementation Funds is to have County Commissioners expend these funds within four years of their approved application. For example, School Readiness Programs approved on November 1, 2002 (September 15 application receipt) would have a four-year program period from November 1, 2002 through November 1, 2006 and would need to submit programs and budgets reflecting this time period.

Potential County Allocation of CCFC School Readiness Funds

The following table lists the counties eligible to participate in the School Readiness Matching Funds initiative and shows the per-county annual allocation amounts for both program activities and implementation support.

Potential County Allocation of CCFC School Readiness Funds

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YEAR SR PROGRAM	TOTAL 4-YEAR IMPL\$	TOTAL ALLOCATION
Alameda	\$1,624,889	\$6,499,556	\$400,000	\$6,899,556
Butte	\$159,196	\$636,784	\$200,000	\$836,784
Colusa	\$100,000	\$400,000	\$100,000	\$500,000
Contra Costa	\$918,998	\$3,675,992	\$400,000	\$4,075,992
El Dorado	\$100,000	\$400,000	\$100,000	\$500,000
Fresno	\$1,665,172	\$6,660,688	\$400,000	\$7,060,688
Glenn	\$100,000	\$400,000	\$100,000	\$500,000
Humboldt	\$100,000	\$400,000	\$100,000	\$500,000
Imperial	\$168,061	\$672,244	\$200,000	\$872,244
Inyo	\$100,000	\$400,000	\$100,000	\$500,000
Kern	\$1,185,464	\$4,741,856	\$400,000	\$5,141,856
Kings	\$224,210	\$896,840	\$400,000	\$1,296,840
Lake	\$100,000	\$400,000	\$100,000	\$500,000
Lassen	\$100,000	\$400,000	\$100,000	\$500,000
Los Angeles	\$16,910,523	\$67,642,092	\$400,000	\$68,042,092
Madera	\$199,701	\$798,804	\$200,000	\$998,804
Marin	\$136,369	\$545,476	\$200,000	\$745,476
Mendocino	\$100,000	\$400,000	\$100,000	\$500,000
Merced	\$568,400	\$2,273,600	\$400,000	\$2,673,600
Monterey	\$813,554	\$3,254,216	\$400,000	\$3,654,216
Napa	\$100,000	\$400,000	\$100,000	\$500,000
Orange	\$3,785,714	\$15,142,856	\$400,000	\$15,542,856
Placer	\$145,797	\$583,188	\$200,000	\$783,188
Riverside	\$2,162,689	\$8,650,756	\$400,000	\$9,050,756
Sacramento	\$1,322,605	\$5,290,420	\$400,000	\$5,690,420
San Benito	\$100,000	\$400,000	\$100,000	\$500,000
San Bernardino	\$2,910,323	\$11,641,292	\$400,000	\$12,041,292
San Diego	\$2,771,826	\$11,087,304	\$400,000	\$11,487,304
San Francisco	\$520,998	\$2,083,992	\$400,000	\$2,483,992
San Joaquin	\$885,058	\$3,540,232	\$400,000	\$3,940,232
San Luis Obispo	\$119,303	\$477,212	\$200,000	\$677,212
San Mateo	\$602,861	\$2,411,444	\$400,000	\$2,811,444
Santa Barbara	\$479,565	\$1,918,260	\$400,000	\$2,318,260
Santa Clara	\$1,803,123	\$7,212,492	\$400,000	\$7,612,492
Santa Cruz	\$350,186	\$1,400,744	\$400,000	\$1,800,744
Shasta	\$100,000	\$400,000	\$100,000	\$500,000
Siskiyou	\$100,000	\$400,000	\$100,000	\$500,000
Solano	\$380,788	\$1,523,152	\$400,000	\$1,923,152
Sonoma	\$325,873	\$1,303,492	\$400,000	\$1,703,492
Stanislaus	\$544,098	\$2,176,392	\$400,000	\$2,576,392
Sutter	\$100,000	\$400,000	\$100,000	\$500,000
Tulare	\$837,292	\$3,349,168	\$400,000	\$3,749,168
Ventura	\$799,345	\$3,197,380	\$400,000	\$3,597,380
Yolo	\$178,019	\$712,076	\$200,000	\$912,076
Yuba	\$100,000	\$400,000	\$100,000	\$500,000
	\$46,900,000	\$187,600,000	\$12,400,000	\$200,000,000

County Commission School Readiness ‘Match’ Funding

County Commission and other local matching funds are critically important in determining the size and number of School Readiness Programs that can be funded. County Commissions and their local partners collectively need to provide at least a 1:1 cash match for funding the School Readiness Programs. This means that for every \$1 in local cash match from County Commissions and local partners, the CCFC will provide \$1 in State Prop. 10 funds. The source of matching funds depends on the available resources of the targeted communities and County Commission policies.

‘Matching funds’ from County Commissions and their local partners may include new funds or County Commission funds allocated in the current fiscal year that directly support the implementation and operation of School Readiness Programs that each provide the 5 ‘Essential and Coordinated Elements’ for children 0-5 and their families. Acceptable sources of the local cash match include County Commission funds, new expenditures by school districts and local public agencies in excess of existing local investments that are specifically targeted to an element of the School Readiness Program, and funds from private sources such as foundations and businesses. For example, local Prop. 10 funds currently expended on ‘school readiness’ activities can be used as match, with CCFC funds then used to expand existing commitments/programs that are consistent with the initiative and part of the County Commission’s application. Only funds supporting children 0-5 and their families can be considered as part of the required match; other local matching funds represent local partnership but need to be reported separately. In-kind contributions (facilities, supplies, services, and so on) that are not provided by a “cash” disbursement, and State CCFC funds do not count toward the local cash match requirement but are encouraged as a means of improving the sustainability of School Readiness Programs. Proposition 10 funds cannot be used to supplant existing local investments.

County Commission School Readiness Implementation Funds

All eligible counties may apply for School Readiness Implementation Funds. The application form and instructions are transmitted separately. CCFC will provide Implementation Funds of between \$25,000 and \$100,000 per year, depending on the size of the County’s allocation (see section E.). The Implementation Funds do not require a local match and are available for four years. Counties may request and draw their second annual allocation of School Readiness Implementation Funds (or third, if two years of School Readiness Implementation Funds were previously disbursed). These funds can be used to support operations; for planning, development, and implementation efforts; or for program funding needed to establish and operate a viable School Readiness Program.

F. APPLICATION REVIEW AND MATCHING FUNDS AWARD PROCESS

County and State CCFC - Criteria and Review System

The key characteristics of the School Readiness Programs described in the RFF form the basis for the ‘Review Criteria,’ which are contained in Section G. Each School Readiness Program application will be reviewed against the ‘Review Criteria’ and will be funded if the application as a whole demonstrates substantial compliance with the “Review Criteria.” The Applications do not compete against one another, but against the common standard.

The first, and most extensive, level of review will occur at the county level and will be administered by the County Commission. Please provide a description of your County Commission School Readiness application review and selection process in your application to CCFC. The following process is suggested for performing this local review:

- 1) Each School Readiness Program description and budget should be reviewed by a team of reviewers who are trained in using the ‘Review Criteria.’ The reviewers may include representatives of local agencies, school/district partners, families, and community members who are sensitive to the targeted communities. It should be verified with reviewers that they do not have a conflict of interest with applications they review, and that they will commit to participating in the complete review process.
- 2) Site visits, interviews, and other steps can be taken by the local reviewers to assess potential programs.
- 3) The County Children and Families Commission will identify any local School Readiness Programs that substantially meet the Review Criteria. All selected School Readiness Programs determined can be combined into one County Commission application and submitted (one per school district or program or site, as determined by the County Commission and its local partners).

During the second level of review, CCFC staff, County Commission representatives, Advisory Committee on Diversity and other partners as needed, will review the proposed School Readiness Programs to ensure statewide consistency. Each County Commission’s application will be reviewed by ‘teams’ who are trained in using the ‘Review Criteria.’ A site visit or interview may be requested during this review process.

Decision Points

After reviewing the application, the review team will provide a ‘decision point’ for each School Readiness application. These are the three possible decision points:

Decision Point 1. Your School Readiness application meets the “Review Criteria” and is approved. The reviewers provided recommendations and comments as technical assistance for the Program’s enhancement. No response is needed at this time. *However, additional information may be requested.*

Decision Point 2. Your School Readiness application is approved for School Readiness Matching Funds contingent on submitting additional information and/or addressing a few outstanding questions. *Please submit the additional information before _____ so that funding may be disbursed upon approval.*

Decision Point 3. Your School Readiness application was determined not to meet the “Review Criteria.” The comments and recommendations from reviewers are provided to assist further program development. *If additional information to address the questions and issues listed on the enclosure can be submitted to CCFC before _____, the information and application will be sent to a review team for evaluation to determine whether the review criteria are met. You may also resubmit a revised complete application in a subsequent application period.*

Notification

Notification of funding for School Readiness Programs will be made in writing to County Commissions approximately six weeks after each School Readiness due date (see 2A. Timelines and Critical Dates).

G. Review Criteria for School Readiness Programs

In every aspect, the School Readiness Program is grounded in a detailed and compassionate understanding of children's and families' strengths and needs, integrates culturally and linguistically appropriate strategies, and defines bold, collaborative action steps to produce significant and measurable improvements in school readiness. For examples illustrating School Readiness Programs in several settings, please refer to the March 2001 'School Readiness Discussion Paper' on the CCFC web site (www.ccfc.ca.gov) and to the California and national examples in the UCLA publication, "Reaching Back to Create a Brighter Future; Promoting School Readiness." Examples of School Readiness Applications are on the CCFC website under "School Readiness" (www.ccfc.ca.gov).

The "Review Criteria for School Readiness Programs," as listed below, are used in the review and selection of School Readiness Programs to be funded. There are several important points to understand when interpreting these criteria:

- The Review Criteria do not apply to a county as a whole, but rather to each community or group of communities that would have an integrated School Readiness Program.
- A School Readiness Program can be considered for funding if it has infrastructure in place for all 5 Essential Elements of a School Readiness Program, exhibits many characteristics described in the "Review Criteria," and has a plan for strengthening other elements over time.
- The goal is to reach the School Readiness Program capabilities explained above in all areas to be ready for funding, regardless of the application timeframe selected.

Review Criteria for School Readiness Programs	
5 Essential and Coordinated Elements for School Readiness	
1.	Assessment of strengths & needs includes appropriate evidence from multiple sources and data for children and families to be served; disaggregated by ethnicity, language and disability.
2.	Thoroughly connects results to needs prioritized by families using relevant strategies and indicators.
3.	Thoroughly addresses all 5 Essential Elements in area identified in assessment using strategies that are culturally and linguistically appropriate and accessible for all children and families.
4.	Selected strategies are logically connected to the community assessment; adapted appropriate research and promising practices to cultural/ linguistic groups and children with disabilities and special needs.
5.	Effective and comprehensive system to ensure that children are screened for disabilities and other special needs; appropriate services and follow-up are provided.
6.	Integrates with ECE and LEA education standards and assessment systems; AAP standards for well-baby and pediatric care; standards of practice for prenatal care, etc.
7.	Demonstrated plan and commitment for comprehensive, rigorous local evaluation and reporting with resource commitment & use of data disaggregated by language and ethnicity for program improvement.
Staff Training and Development	
1.	Strong evidence that staffing pattern and qualifications are appropriate to the services and supports provided across all 5 "Essential Elements" and to the population served.
2.	Plan for ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer).
3.	Ongoing, high quality, relevant staff development with active staff participation; using strategies that demonstrate cultural & linguistic competence and support the

inclusion of children with disabilities. 4. Strong involvement of, and communication with ECE, early elementary teaching & support staff, and early intervention and special education staff. 5. Integrated with staff recruitment retention, & development system of LEAs, city and county agencies and community organizations. 6. Demonstrate capacity for comprehensive, rigorous evaluation of staff development with resource commitment. 7. Strong commitment and demonstrated capacity to providing leadership and teaching/mentoring for other SR Programs.
Collaborative Administration and Governance
1. Administration & governance structure demonstrates a high level of collaboration across agencies including shared vision, operation decision-making, and resources. 2. School Readiness is clearly integrated in County Commission's strategic plan and budget. 3. Active involvement and decision-making by families, communities and schools in design, development, implementation, and evaluation with plans to develop and sustain leadership by family and community reps. 4. Builds on, and integrates with school, community, city and county plans, resources and systems 5. Program design and budget are well connected and cost-effective; costs are appropriate and budget narrative provides clear, complete explanation of program budget. 6. Budget includes diverse and significant local long-term matching resources; significant County Commission and local partner funds and in-kind resources. 7. Analyzes, improves and reconfigures resources to address families' priorities with clear plans to maintain the program 8. Demonstrated fiscal accountability and program capacity 9. All application parts are thoroughly addressed, logically connected, mutually supportive; program components are culturally appropriate and accessible for all children and families

H. Self Assessment for School Readiness Programs

An expanded version of the Review Criteria can serve as a self-assessment resource for County Commissions and local partners. Please note that the criteria described below do not necessarily apply to a county as a whole, but rather to each community or group of communities that would have an integrated School Readiness Program. In many counties, one geographic area may have many "Ready" attributes while other areas "Need Additional Development."

It is recognized that it will take time and resources to augment current services, coordinate and integrate systems, and provide administration in order to get them to the desired level – this is the point of the School Readiness Initiative. School Readiness Programs need to be viewed as a continuum, looking at the entire collection of characteristics holistically based on where the preponderance of capabilities lie.

Ready	Needs Additional Development
5 Essential and Coordinated Elements for School Readiness	
<ul style="list-style-type: none"> Assessment of strengths & needs includes appropriate evidence from multiple sources and data for children and families to be served; disaggregated by ethnicity, language and disability Thoroughly connects results to needs prioritized by families using relevant strategies and indicators 	<ul style="list-style-type: none"> Assessment of strengths & needs includes evidence from several sources with some data for children and families to be served; some data disaggregated by ethnicity, language and disability Usually connects results to needs using relevant strategies and indicators; families advise Limited assessment of strengths & needs includes evidence from few sources with little data for children and families to be served; plans to disaggregate by ethnicity, language and disability Sometimes connects results to needs and uses relevant strategies and indicators; some family involvement

<ul style="list-style-type: none"> • Thoroughly addresses all 5 Essential Elements in area identified in assessment using strategies that are culturally and linguistically appropriate and accessible for all children and families 	<ul style="list-style-type: none"> • Addresses 5 Essential Elements in most areas identified in assessment with plans to use strategies that are culturally and linguistically appropriate and accessible for all children and families 	<ul style="list-style-type: none"> • Plans to address 5 Essential Elements; limited connection to assessment and strategies that are culturally and linguistically appropriate and accessible for all children and families
<ul style="list-style-type: none"> • Selected strategies are logically connected to the community assessment; adapted appropriate research and promising practices to cultural/ linguistic groups and children with disabilities and special needs 	<ul style="list-style-type: none"> • Plans for strategies are logically connected to the community assessment and appropriate research and promising practices to cultural/linguistic groups and children with disabilities and special needs 	<ul style="list-style-type: none"> • Needs to connect to family and community assessment and to adapt appropriate research and promising practices to cultural/linguistic groups and children with disabilities and special needs
<ul style="list-style-type: none"> • Effective and comprehensive system to ensure that children are screened for disabilities and other special needs; appropriate services and follow-up are provided 	<ul style="list-style-type: none"> • Plans for screening children for disabilities and other special needs, appropriate services, and follow-up 	<ul style="list-style-type: none"> • Minimally addresses children with disabilities and other special needs or children at risk
<ul style="list-style-type: none"> • Integrates with ECE and LEA education standards and assessment systems; AAP standards for well-baby and pediatric care; standards of practice for prenatal care, etc. 	<ul style="list-style-type: none"> • Plans to integrate with ECE and LEA education standards and assessment systems; AAP standards for well-baby and child care; standards of practice for prenatal care, etc. 	<ul style="list-style-type: none"> • Limited integration with ECE and LEA education standards and assessment systems; AAP standards for well-baby and child care; standards of practice for prenatal care, etc.
<ul style="list-style-type: none"> • Demonstrated plan and commitment for comprehensive, rigorous local evaluation and reporting with resource commitment & use of data disaggregated by language and ethnicity for program improvement 	<ul style="list-style-type: none"> • Plans to develop capacity for comprehensive, rigorous local evaluation and reporting & use data disaggregated by language and ethnicity for program improvement 	<ul style="list-style-type: none"> • Limited capacity for local evaluation and reporting; some resources committed but limited plans to use data for program improvement

Staff Training and Development

<ul style="list-style-type: none"> • Strong evidence that staffing pattern and qualifications are appropriate to the services and supports provided across all 5 “Essential Elements” and to the population served 	<ul style="list-style-type: none"> • Plan for staffing pattern and qualifications; needs to describe how staff provide and integrate all 5 “Essential Elements” appropriately for population to be served 	<ul style="list-style-type: none"> • Minimal information on staffing pattern and qualifications provided; difficult to determine if appropriate to the services and supports provided or to the population served
<ul style="list-style-type: none"> • Plan for ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer) 	<ul style="list-style-type: none"> • Plan for initial assessment of staff development strengths and needs for service providers (paid & volunteer) 	<ul style="list-style-type: none"> • Limited assessment of staff development strengths and needs for paid service providers only
<ul style="list-style-type: none"> • Ongoing, high quality, relevant staff development with active staff participation; using strategies that demonstrate cultural & linguistic competence and support the inclusion of children with disabilities 	<ul style="list-style-type: none"> • Plan to develop relevant staff development with active staff participation; plan to use strategies that build cultural and linguistic competence and support the inclusion of children with disabilities 	<ul style="list-style-type: none"> • Plan to provide staff development without active staff participation; minimally addresses cultural and linguistic competence and support the inclusion of children with disabilities
<ul style="list-style-type: none"> • Strong involvement of, and communication with ECE, early elementary teaching & support staff, and early intervention and special education staff 	<ul style="list-style-type: none"> • Limited involvement of and communication with ECE, early elementary teaching & support staff, and early intervention and special education staff 	<ul style="list-style-type: none"> • Minimal communication with ECE, early elementary teaching & support staff, and early intervention and special education staff
<ul style="list-style-type: none"> • Integrated with staff recruitment retention, & development system of LEAs, city and county agencies and community organizations 	<ul style="list-style-type: none"> • Plan to integrate with staff recruitment, retention, and development systems of LEAs, city and county agencies, and community organizations 	<ul style="list-style-type: none"> • Limited integration with staff recruitment, retention, & development systems of LEAs, city and county agencies, & community organizations
<ul style="list-style-type: none"> • Demonstrate capacity for comprehensive, rigorous evaluation of staff development with resource commitment 	<ul style="list-style-type: none"> • Plan to develop capacity for comprehensive, rigorous evaluation of staff development with some resource commitment 	<ul style="list-style-type: none"> • Limited capacity for evaluation of staff development; minimal resources committed

<ul style="list-style-type: none"> • Strong commitment and demonstrated capacity to providing leadership and teaching/mentoring for other SR Programs 	<ul style="list-style-type: none"> • Clear ability and plans to provide leadership and teaching/mentoring for other SR Programs 	<ul style="list-style-type: none"> • Limited capacity to providing leadership and teaching/mentoring for other SR Programs
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Collaborative Administration and Governance

<ul style="list-style-type: none"> • Administration & governance structure demonstrates a high level of collaboration across agencies including shared vision, operation decision-making, and resources 	<ul style="list-style-type: none"> • Administration & governance structure demonstrates a moderate level of collaboration across agencies, including operation, decision-making, & resources 	<ul style="list-style-type: none"> • Limited collaboration across agencies in administration, governance, operations, and resources
<ul style="list-style-type: none"> • School Readiness is clearly integrated in County Commission's strategic plan and budget 	<ul style="list-style-type: none"> • Plans to fully integrate School Readiness in County Commission's strategic plan and budget 	<ul style="list-style-type: none"> • Minimal integration (or plans) of School Readiness in County Commission's strategic plan and budget
<ul style="list-style-type: none"> • Active involvement and decision-making by families, communities and schools in design, development, implementation, and evaluation with plans to develop and sustain leadership by family and community reps. 	<ul style="list-style-type: none"> • Limited involvement and decision-making by families, communities, and schools in design, development, implementation, and evaluation; minimal plans to develop and sustain leadership 	<ul style="list-style-type: none"> • Minimal involvement by families, communities, and schools in design, development, implementation, and evaluation; no participation in decision-making
<ul style="list-style-type: none"> • Builds on, and integrates with school, community, city and county plans, resources and systems 	<ul style="list-style-type: none"> • Plans to integrate with school, community, city and county plans, resources, and systems 	<ul style="list-style-type: none"> • Preliminary plans to integrate with school, community, city and county systems
<ul style="list-style-type: none"> • Program design and budget are well connected and cost-effective; costs are appropriate and budget narrative provides clear, complete explanation of program budget 	<ul style="list-style-type: none"> • Program design and budget are somewhat connected and cost-effective 	<ul style="list-style-type: none"> • Program design and budget are connected; does not plan for growth or appear cost-effective
<ul style="list-style-type: none"> • Budget includes diverse and significant local long-term matching resources; significant County Commission and local partner funds and in-kind resources 	<ul style="list-style-type: none"> • Budget plans to develop diverse and significant, local long-term matching resources; some commitment of County Commission and local partner funds and in-kind resources 	<ul style="list-style-type: none"> • Budget includes short-term matching resources from County Commission and limited local resources from partner agencies
<ul style="list-style-type: none"> • Analyzes, improves and reconfigures resources to address families' priorities with clear plans to maintain the program 	<ul style="list-style-type: none"> • Plans to analyze, improve, & reconfigure resources to address families' priorities and to maintain the program 	<ul style="list-style-type: none"> • Preliminary plans to analyze, improve, reconfigure resources, and address families' priorities; short-term focus
<ul style="list-style-type: none"> • Demonstrated fiscal accountability and program capacity 	<ul style="list-style-type: none"> • Some demonstration of fiscal accountability and program capacity 	<ul style="list-style-type: none"> • Limited demonstration of fiscal accountability & program capacity
<ul style="list-style-type: none"> • All application parts are thoroughly addressed, logically connected, mutually supportive; program components are culturally appropriate and accessible for all children and families 	<ul style="list-style-type: none"> • Most application parts are addressed, connected, and supportive; program components are culturally appropriate and accessible for all children and families 	<ul style="list-style-type: none"> • Few application parts are addressed and connected; program components show limited evidence of cultural appropriateness and accessibility

3. GUIDELINES FOR COMPLETING AN APPLICATION

This section of the RFF explains how to complete each of the forms contained in the Application Package.

A. COVER SHEET AND PARTICIPATING SCHOOLS (FORM 1)

Most of the information on Form 1 is self-explanatory. Clarifications are:

- At the top of Part I, enter the total amount of CCFC funding requested for the first year, starting at the funding allocation dates listed in Section 2A. Timeline and Critical Dates.
- Also on Part I, enter the name, address and other requested information for an additional Contact Person only if the primary contact person for the School Readiness Programs is different than the Executive Director or lead staff person for the County Commission.

The Agreements section in Part II of the form states “the County Commission agrees to provide resources to support the mentoring/teaching responsibilities of each School Readiness Program...” School Readiness Programs funded through this RFF will be demonstration projects that provide important learning to help the successful establishment of School Readiness Programs in other communities in the future. Examples of mentoring/teaching responsibilities that are being agreed to are:

- Participate in conferences, workshops, teleconferences, etc. to provide information, resources, and technical assistance
- Provide site visits to County Commissions and their local partners, as well as State partners and other interested entities
- Participate in network activities with other School Readiness Programs

Part III should be used to list the individual schools that are specifically participating in the School Readiness Program covered by the application. Do not list all qualifying schools in your county, only those schools included in the School Readiness Program. Instructions for completing the columns on the form:

- *CDS Code*: Enter the California Department of Education (CDE) 2-digit County code, 5-digit District code, and 7-digit School code as published in the California Public School Directory. Example: 01-61119-6110779.
- *District and School*: Enter the name of the school district and school.
- *Enrollment*: Enter the official enrollment for the most recent school year, as reported to CDE.
- *Grade Span*: Enter the range of grades taught at the school. Example: K-5.
- *% Students Eligible to Receive Free or Reduced-price Meals*: Enter the total percentage of students at the school (combining all grade levels) eligible to receive free or reduced-price meals for the most recent school year.
- *% Enrolled Students that are English Language Learners*: Enter the total percentage of students at the school (combining all grade levels) designated as English Language Learners for the most recent school year.
- *Current II/USP or CSRD School or IASA Schoolwide*: Enter ‘Y’ in this column of the form if the listed schools are participating in II/USP (Immediate Intervention/ Underperforming Schools Program designates involvement in California’s education improvement program); CSRD (Comprehensive School Reform Demonstration designates involvement in the federal education improvement program); IASA (Improving America’s Schools Act schoolwide projects refers to Title I schools that

develop a schoolwide plan for education improvement rather than focusing services on individually identified students).

- *Current API:* Enter the Academic Performance Index decile for the most recent school year for which the API is available.

B. COLLABORATIVE PARTNERS (FORM 2)

Use this form to list all organizations that are participating as partners in the School Readiness Program. Include authorized representatives from school districts, early care and education providers, city and county agencies, community-based organizations, parent and family groups, service providers, foundations, and any other organization that will serve an active role in the planning, development, implementation, operation and/or governance of the Program. It is highly desirable to obtain signatures from each collaborative partner representative in order to demonstrate their commitment to the project; however, signatures are not mandatory.

C. NARRATIVE DESCRIPTION (FORM 3)

This form is the heart of the application. It is where you explain the nature of your program, who it will serve, what results are sought, how it will achieve those results, and how it will operate. When preparing the narrative, assume the readers are completely unfamiliar with your program, community, and acronyms.

General guidelines for preparing the narrative:

- Focus the narrative on describing your School Readiness Program for the one-year period covered by the Application. All parts of the application need to be thoroughly addressed, logically connected and mutually supportive; include logic model or ‘theory of change’ to be implemented.
- The number of children served, the level of services provided, and the overall cost of the program should be clearly justified.
- Please integrate the ‘Equity Principles’ developed by the CCFC Advisory Committee on Diversity (contained in Section 1 of these ‘Guidelines ...’).
- It is very important to identify key issues (e.g., extent and impact of rural isolation, issues pertinent to culture and language, urban blight, linkage with education initiatives, etc.) in your community that could provide a context for this presentation.
- Provide relevant examples and use information from the County Commission strategic plan and other available sources.
- Use the format and sequence of questions contained on Form 3 of the application package. This sequencing will help the review process by providing a consistent structure from one application to the next.
- Provide page numbers and a table of contents for the application.

The rest of Section C. provides guidance on how to answer each of the questions contained on the Narrative Description form. Sample formats of charts used by County Commissioners to organize and clarify the narrative program description including timeframes for operations are included as examples that can be adapted for your application.

1. Program Description

- a. Provide an overview of the School Readiness Program, including communities to be served and the process used by the County Commission to develop, review, and select this School Readiness Program.***

Describe the overall School Readiness Program to give readers a context for understanding the rest of the information presented in the proposal. Use this section to also address the following topics:

- Describe the community(ies) to be served
- The target population, broken down into specific ethnic/language groups, along with the number of children and families that are expected to be served
- How the proposed program(s), site(s), system(s), or model(s) was/were selected by the County Commission.

- b. What are the strengths and needs of the families and communities served by the targeted schools?***

This section has two components to be addressed, as shown below. Also include a description of your assessment process, showing how community stakeholders (parents, teachers, early care and education providers, community groups, and so on) were involved in evaluating the strengths and needs.

Targeted Children and Families: What are the strengths and needs of the children, families, and communities to be served? What strategies did you use to assess the needs and strengths of the cultural and linguistic groups and families with children with disabilities and other special needs living in the targeted communities?

School Community: What are the strengths and needs of the children, families, and communities to be served? What is the child care capacity (number and type of licensed child care) and the strengths and weaknesses of the child care system?

- c. What results are expected for children and families?***

List and explain the measurable results for children, families, communities, and schools (organized by the 5 ‘Essential and Coordinated Elements’) that you plan to achieve through the School Readiness Programs. Explain how these priorities were developed and agreed to by families, schools, and community members. Where possible, align these results with the results and indicators adopted by CCFC in 2000 (*please refer to the CCFC-adopted ‘Results’ available at www.ccfc.ca.gov*).

2. Services and Partners

- a. What strategies and partners are currently in place that address the 5 “Essential Elements”? (This provides a baseline and demonstrates community assets that can be mobilized and focused for School Readiness).***

Describe what services, programs, and partners are already in place to address the 5 ‘Essential and Coordinated Elements’ for the School Readiness Program for children 0-5 and their families. Outline available evidence regarding effectiveness (research or promising practice information), cultural/linguistic appropriateness, and efficacy of these services and programs, including their ability to address issues for children with disabilities, behavioral, and other special needs. Explain the public education and outreach strategies that will be used to actively engage families.

- b. What new strategies and partners will be implemented to further address or expand/enhance the 5 “Essential Elements”? (The “new” strategies and partners can be newly funded programs and services to additional children and families and enhancements or improvements to programs and services).***

Describe what new services, programs, and partners are proposed to further address or expand all 5 ‘Essential and Coordinated Elements’ for children 0-5 and their families, and how new State CCFC funds will be used. Outline available evidence regarding effectiveness (research or promising practice information), cultural/linguistic appropriateness, and efficacy of these services and programs, including their ability to address issues for children with disabilities and other special needs. Explain the public education and outreach strategies that will be used to actively engage families in these new services.

- c. What are the specific roles and commitments provided by the participating schools?***

Explain the rationale for the configuration of school(s) served by the School Readiness Program. Provide evidence to support the community and/or school(s)' capacity, commitment, and expertise with implementing the School Readiness Program. Describe the role the school district(s), school(s), and county office of education will play in ensuring coordination with the county and other service providers, integrating School Readiness Programs with education reform efforts, using appropriate external experts, and avoiding duplication of efforts. *The commitments of the schools/school districts to the School Readiness Programs need to be demonstrated in a MOU, signature by the principal and/or superintendent, letter of support, or other method (if another method is used, please describe it here).*

- d. How will coordination/integration of current and new services and resources for this School Readiness Program be addressed and supported?***

Topics that should be addressed in this section are:

- Describe how services will be coordinated/integrated for all current and new strategies addressing the 5 ‘Essential and Coordinated Elements’ in this School Readiness Program. Include plans for ensuring that children and families receive services and informal supports, beyond referrals to other agencies.
- Provide evidence of formal linkages among the early care and education system, school systems, and family service and support systems; and explain how the new services will coordinate with (not supplant) existing services providers in all 5 ‘Elements.’
- Describe how the collaborative partners will improve the way they provide supports and services, or take on new roles, including policy and procedure changes planned to expedite these improvements.
- Explain how children and families with the highest need will be identified and assessed for services, including coordination between agencies to achieve appropriate screening of children served.

3. Operations

- a. How has/will collaborative planning and decision making be accomplished?***

Describe the involvement and leadership in planning, designing, implementing, training, administering, governing, evaluating, and improving the School Readiness Programs by:

- County Commissioners and advisory committees (required partners)
- Families, including representatives from the cultural and linguistic groups living in the targeted communities and families with children with disabilities and other special needs (required partners)
- Teachers (general and special education), school staff, site and district administrators for the targeted schools/districts; early care and education, informal and formal care and education providers (required partners)

- Health, mental health, social service, family court, child abuse prevention and intervention, local child care planning councils, child care resource and referral agencies, early intervention services, and employment development providers, as appropriate
- Colleges, training institutes, county offices of education and other schools
- Support and service agencies, community-based organizations, businesses, faith communities, cities and/or counties, community papers/radio, etc.

Explain how collaborative governance will occur, including how governing representatives ensure access and responsiveness to the cultural and linguistic groups in these school/communities and to children with disabilities and special needs. *Please list all active partners involved in the School Readiness Program on Form 2.* Also explain what will be done to encourage and sustain participation by family and community members over time (e.g., leadership development, child care, stipends, other incentives). *Please describe the extent and type of these commitments in your budget.*

b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?

Topics that should be addressed in this section are:

- Describe the proposed staffing for this School Readiness Program (e.g., number, levels, cultural and language competence, and qualifications). Show how the staffing patterns are appropriate to the services and supports provided across all 5 “Essential and Coordinated Elements” and to the populations served.
- Describe your plan for on-going professional development for all service providers (paid staff and volunteers) actively involved in the School Readiness Program, including linkage with ongoing professional development strategies by schools, city/county agencies, and community organizations.
- Explain how the proposed staffing pattern and professional development plans will assure culturally and linguistically appropriate services and ensure appropriate services for children with disabilities and special needs.

If possible, provide an organizational chart for the School Readiness Program and for the County Commission organizational plan for School Readiness Programs.

c. Provide an explanation for your proposed budget. Explain how your budget represents appropriate costs and a cost-effective use of funds for children birth to 5 and their families; reflects both current and new local resources; and shows the integration of County Commission, education, and other partnership funding.

Within the narrative, provide an explanation for your proposed budget. Explain how your budget represents appropriate costs and a cost-effective use of funds for children birth to 5 and their families; reflects both current and new local resources (e.g., funds, services, facilities, personnel); and shows the integration of County Commission, education, and other partnership funding. CCFC Funds are awarded to support the School Readiness Program described in this application that meets the required criteria.

County Commissions need to provide four-year budget estimates and budget justifications for each School Readiness Program. The information on CCFC funds requested and local match needs to be provided for four years. Updated budget requests will be made in the spring for release of School Readiness funds every July. Expenditure data will be required to be submitted with your annual report and will need to be included in your annual audit. Interim reports may be required as part of the evaluation and other needs of the initiative. Initially, funds will be disbursed as soon as the County Commission’s application is approved. The County Commission will be notified in writing when funding has been approved by CCFC. Simultaneously, the disbursement of funds will be requested. The funds should arrive in the county about four weeks later.

Sample Work Plan for School Readiness Matching Funds Application

SR Element	Partners			Implementation Timeframe			
(Result Area from Community Assessment)	e.g., Community, Parents/Caregivers, Children/Youth/Peers, School (Classroom & Comprehensive School Health Systems), Group Support, Community Based Organizations, Service Agencies, Businesses, Other.			Year 1	Year 2	Year 3	Year 4
<u>School Readiness Element:</u>	<u>Partner:</u>	<u>Partner:</u>	<u>Partner:</u>				
	<u>Resources:</u>	<u>Resources:</u>	<u>Resources:</u>				
<u>Result Area:</u>	<u>Strategies:</u>	<u>Strategies:</u>	<u>Strategies:</u>				

Sample *

School Readiness Initiative Service Plan

Essential Element	Program / Service Type or Name	Collaborative Partner(s)	Current / Existing Program (numbers served)	New or Expanded Program (additional numbers to be served and when)	Total numbers to be served	Key Coordinating Entities (staff positions, % of full time)	Development & Training
Early Care and Education							
<u>Parenting/ Family Support</u>							
Health & Social Services							
Schools Readiness for Children							
Infrastructure, Evaluation and Administration							

*** Provided by the San Joaquin County Children and Families Commission**

Sample*

Form 3A: Program Rationale Tool

The Program Rationale Tool was designed to assist applicants and reviewers to understand and communicate the connections between the applicant's target population, the needs of the population, existing services, un- and under-met needs, available community resources, and proposed services. Understanding this connection is critical both to preparing a school readiness program, as well as to preparing and reviewing a School Readiness Initiative proposal. Please see the School Readiness Initiative Phase II Guidelines for instructions.

Please use a separate Tool for each Essential and Coordinated Element.

Program Rationale Tool: <i>Seeing what exists, what we want to do, why, and for whom</i>					
Essential and Coordinated Element: _____					
Target Population	Specific Need	Existing Service <i>What do you currently do?</i>	Specific unmet or undermet need?	Available Community Resources	Proposed Service <i>What do you propose to do? and When?</i>

*** Provided by the Los Angeles Children and Families Commission**

D. SCHOOL READINESS PROGRAM BUDGET (FORMS 4A - 4B – 4C) – Please provide all 3 budget forms (4A, 4B, 4C) for each School Readiness Program.

Form 4A: CCFC and County Match – and Estimated Number Served

- Provide the amount and sources of required “new” matching funds (cash) from the County Commission (A) and local Funding Partners (B). Calculate the subtotal of the local matching fund commitment for each fiscal year (July 1 through June 30). *Please note: Beginning July 1, 2002, County Commissions and their local partners need to provide at least a 1:1 cash match for funding the School Readiness Programs.*
- Provide the amount of CCFC funds allocated to each School Readiness Program, as well as any State CCFC funds used for services/supports for all county programs (C). Provide the amount and sources of additional funding contributed by other funding partners beyond the ‘match’ requirement (D). Calculate the total school readiness funding provided (A+B+C+D).
- To the extent possible, demonstrate increased use of local County Commission and collaborative partner funds to support and sustain the School Readiness Programs. Private funds or in-kind contributions from other agencies demonstrate community support. Additional resources (e.g., facilities, staff, technical assistance, etc.) are important to developing and sustaining the School Readiness Programs but do not count towards the ‘matching funds’ requirement.
- Provide estimates for the total number of children (0-5) served (C) by totaling the ‘new’ children served (A) and the children served by enhanced services (B). Provide estimates for the number of children with disabilities and other special needs to be served, and the number of families served by the School Readiness Program for each fiscal year. Calculate the estimated investment per child served (Total funding divided by the number of estimated children to be served) for each year and for the total 4 years. Also, please provide an explanation for cost ratios, particularly when large start-up and infrastructure expenses are included.

Form 4B: CCFC Funds Budget

Use Form 4B to provide a separate budget identifying the use of CCFC funds for each School Readiness Program and for any CCFC funds used for services/supports for all county programs.

- Identify the County Commission and the applicant School Readiness Program.
- Do not complete the ‘Control #’ (for State CCFC use)
- For School Readiness Program services/supports provided using State CCFC funds, list the amount for each of the 5 ‘Essential and Coordinated Elements.’ Provide an estimate of the funds allocated to each element though some services may relate to more than one element (e.g., Even Start programs provide for parent and child literacy services, so list a prorated split between “early care and education” and “parenting/family support”).
- Provide a total for State CCFC funds that should be the same as the amount listed on the “CCFC Funding” line (C) on Form 4a.

Form 4C: School Readiness Program Budget Detail – CCFC Funds

Use Form 4C to provide clear and specific information about the use of CCFC funds by the local School Readiness Program.

- Identify the name of the County Commission and the School Readiness Program
- For the School Readiness Program, identify and briefly describe the items in each of the budget categories and list the amount for each: program expenses, administrative expenses, and equipment/fixed assets.
- Provide an estimated budget for each of the four (to five) fiscal years and provide total amounts by budget category and by fiscal year.

School Readiness Program (or System) Budget *

* The dollar amounts shown here should reflect the funds being received from the CCFC and those leveraged by the county to provide the local cash match.

Program (or System): Franklin McKinley School District

Funding Organization	(1)FY 2001/02	(2)FY 2002/03	(3)FY 2003/04	(4)FY 2004/05
A. County Commission	\$800,000	\$800,000	\$800,000	\$800,000
B. Funding Partners (In-Kind):				
1. San Jose Public Library	67,384	67,384	67,384	67,384
2. CORAL	50,000	50,000	50,000	50,000
3. Fair Exchange	220,000	220,000	220,000	220,000
4. Center for Learning Achievement	80,000	80,000	80,000	80,000
5. Public Health	250,000	250,000	250,000	250,000
6. Raising a Reader	7,000	2,000	2,100	2,200
7. HeadStart	1,000,000	1,000,000	1,000,000	1,000,000
8. CARE Center – 21 st Century	32,000	32,000	32,000	32,000
9. Franklin McKinley School District	582,000	0	0	0
10. Schools	228,000	228,000	228,000	228,000
Total Local In-Kind Funding	\$2,516,384	\$1,929,384	\$1,929,484	\$1,929,584
C. State Commission Funding	\$600,000	\$600,000	\$600,000	\$600,000
Total All School Readiness Funding	\$3,916,384	\$3,329,384	\$3,329,484	\$3,329,584

1. For Fiscal Year (FY) 2001-02, the local match requirement is 1:2 (\$.50 local match for every \$1.00 of State CCFC funds)
2. For Fiscal Year (FY) 2002-03 and beyond, the local match requirement is 1:1 (\$1.00 local match for every \$1.00 of State CCFC funds).

Estimated Number of Children and Families to be Served (Unduplicated)

	FY 2001/02	FY 2002/03	FY 2003/04	FY 2004/05
Estimated number of children to be served:	600	600	600	600
Estimated number of families to be served:	450	450	450	450

**School Readiness Program/System Budget
STATE CCFC FUNDS**

Name of School Readiness Program / System (select one): Franklin McKinley School District
Control # (*State CCFC use*): _____

Description		Fiscal Year 2001/02	Fiscal Year 2002/03	Fiscal Year 2003/04	Fiscal Year 2004/05
	* Early Care and Education	\$125,000	\$125,000	\$125,000	\$125,000
	* Parenting/Family Support Services	\$125,000	\$125,000	\$125,000	\$125,000
	* Health and Social Services	\$125,000	\$125,000	\$125,000	\$125,000
	* Schools' Readiness for Children	\$125,000	\$125,000	\$125,000	\$125,000
	* School Readiness Program Infrastructure and Administration	\$100,000	\$100,000	\$100,000	\$100,000
TOTALS		\$600,000	\$600,000	\$600,000	\$600,000

**CHILDREN AND FAMILIES FIRST COMMISSION
SCHOOL READINESS
FRANKLIN MCKINLEY SCHOOL DISTRICT
4-YEAR BUDGET**

REVENUE	FY2001/02	FY2002/03	FY2003/04	FY2004/05
CFFC Santa Clara County	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000
State Commission	600,000	600,000	600,000	600,000
In-Kind	<u>2,516,384</u>	<u>1,929,384</u>	<u>1,929,484</u>	<u>1,929,584</u>
TOTAL REVENUE	\$3,916,384	\$3,329,384	\$3,329,484	\$3,329,584
EXPENSES				
Administrative Expenses:				
Salaries	\$ 104,000	\$ 109,200	\$ 114,660	\$ 120,393
Fringe Benefits	28,080	29,484	30,958	32,506
Operating Expense	15,000	15,000	15,000	15,000
Total Administrative Expenses	\$ 147,080	\$ 153,684	\$ 160,618	\$ 167,899
Program Expenses:				
San Jose Public Library	\$ 44,000	\$ 48,400	\$ 53,240	\$ 58,564
Little Hands	19,800	21,780	23,958	26,354
Fair Exchange	604,000	594,500	574,750	569,750
Public Health	215,000	215,000	215,000	215,000
Raising a Reader	12,800	3,000	3,150	3,350
Mental Health	87,600	87,600	87,600	87,600
Tooth Mobile	102,000	102,000	102,000	102,000
In-Kind Expenses	2,516,384	1,929,384	1,929,484	1,929,584
Schools	75,000	150,000	150,000	150,000
Program Material	5,000	5,000	5,000	5,000
Incentives	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>
Total Program Expenses	3,696,584	3,171,664	3,159,182	3,162,202
TOTAL EXPENSES	<u>3,843,664</u>	<u>3,325,348</u>	<u>3,319,800</u>	<u>3,330,101</u>
REVENUE OVER EXPENSES	<u>72,720</u>	<u>4,036</u>	<u>9,684</u>	<u>(517)</u>
FUNDS CARRIED OVER	<u>-</u>	<u>72,720</u>	<u>76,756</u>	<u>86,440</u>
TOTAL FUNDS AVAILABLE	<u>72,720</u>	<u>76,756</u>	<u>86,440</u>	<u>85,923</u>

**SCHOOL READINESS INITIATIVE
BUDGET NARRATIVE**

The School Readiness Initiative Budget for the Franklin-McKinley School District represents a cost-effective use of funds for children prenatal to five and their families. The chosen programs represent the wants, needs, and desires expressed by the families from the targeted neighborhoods who have children in this age range and who participated in the planning phase of this Initiative. In addition, the programs and services proposed expand upon services that currently exist, and seek to build the capacity of the community. The total revenue of this budget reflects the County Commission's dedication to this Initiative by exceeding the matching State dollars, and the service providers' and Franklin-McKinley School District's dedication to this Initiative by nearly tripling the total revenue through in-kind contributions.

Revenue

CCFC Santa Clara County is exceeding the State match by contributing \$800,000 per year for the next four years. The State Commission's match is \$600,000. Finally, the total in-kind revenue from partnering agencies and the Franklin-McKinley School District totals \$2,516,384.

Total Revenue: \$3,916,384

Total Expenses: \$3,843,664**Administrative Expenses:**

Salaries totaling \$104,000 and **fringe benefits** worth \$28,080 will provide a full-time School Readiness Coordinator and full-time Outreach Specialist dedicated to the Franklin-McKinley School District. **Operating Expenses** of \$15,000 will cover mileage reimbursement, printing and copying costs, and office/meeting materials.

Total: \$147,080

Program Expenses:

San Jose Public Library will receive \$44,000 to provide one-on-one tutoring and family literacy services for over 30 families in the three designated communities through the **Families for Literacy and Partners in Reading** programs. San Jose Public Library **Books for Little Hands** program will receive \$19,800 for the purchase of book bags to be used in the homes of childcare providers. Total in-kind contributions from the Library amounts to \$67,384 which includes providing supervision of staff and other operating costs.

Fair Exchange will receive \$604,000 to provide the salaries, benefits, and operating costs of one program manager and nine Care Coordinators to coordinate the care of 600 families. Total in-kind contributions from the Fair Exchange amounts to \$220,000 in training and program supervision.

Public Health will receive \$215,000 to provide 1.5 full-time PhNs, .5 PhN assistant, and program materials to conduct a hybrid of services including the Families Project and intensive in-home support for the First Time Mothers programs based on the David Old model. Public Health proposes an in-kind contribution worth \$250,000 in matching programs serving approximately 300 children/600 families in the first year.

Raising A Reader will receive \$12,800 to provide 8 standard kits serving 200 children/year and a kickoff orientation to the program. Total In-kind contributions are \$7,000 for overhead, marketing, and other operating costs.

Mental Health will receive \$87,600 to provide a full-time MSW Behaviorist specialized in infant/toddler mental health who will carry a caseload of 25 children and will screen and consult 200 families with infants/toddlers.

The **Tooth Mobile** will receive \$102,000 to provide operation of their mobile dental van one day per week at each school site for sixty days. The Tooth Mobile will provide prevention services and dental screening 600 children. In-kind contributions to the School Readiness Initiative will be toothbrushes and dental floss for all of the patients seen.

In-kind expenses include:

- \$1,000,000 dollars from **HeadStart** to provide portables and operation expenses for two classrooms at each of the three school sites.
- The **CORAL** Initiative will contribute \$50,000 of parent education classes.
- The **Center for Learning Achievement** will contribute \$80,000 worth of training in detecting developmental and learning variations to School Readiness Initiative staff.
- **CARE Center-21st Century** will contribute \$32,000 worth of transition program expenses to move children from pre-kinder to kinder programs.
- The individual school sites of **Franklin, Santee, and McKinley** have proposed a total of \$228,000 of in-kind expenses for articulation, facilities, expansion, staff development, parent training, and parent liaisons (see Attachment H for complete list).
- Finally, the **Franklin-McKinley School District** will contribute \$582,000 for on-going staff development, office space, and facility foundations for the HeadStart portables.

Additional Costs include:

- \$75,000 for the three school sites to stock a **Family Resource Library** at each site.
- \$5,000 is allocated for **program materials** including printing and miscellaneous expenses, and
- \$15,000 is allocated for **incentives** to foster parent/community member participation in School Readiness Initiative functions.

Total Costs:	\$1,327,280
Total In-Kind Expenses:	\$2,516,384
Total Program Expenses:	\$3,843,664
Revenue over Expenses:	\$72,720

Total Number of Children Served:	600
Total Number of Families Served:	450

E. SCHOOL READINESS PROGRAM PROFILE (Form 5)

Briefly summarize the major elements of each School Readiness Program. Your summary will provide an overview for reviewers and be included in the School Readiness Programs Directory.

**F. SCHOOL READINESS PROGRAM TECHNICAL ASSISTANCE SURVEY
(optional - Form 6)**

Please compile the technical assistance needs/strengths of each School Readiness Program in your County Commission's application and present combined information for the County, or indicate if the information provided is for a specific School Readiness Program.